

External Review Team Process

Office of Federal and State Accountability Division of Accountability



South Carolina
Department of Education

Together, we can.

FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: WEST LEE ELEMENTARY

District: LEE COUNTY SCHOOLS

Principal: ROBERT ERVIN

Superintendent: DR. CLEO RICHARDSON

FOCUSED SCHOOL RENEWAL PLAN (FSRP)

2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

West Lee Elementary is a small, rural, Title One school with a current enrollment of 186 students in grades Pre-Kindergarten through five. Eighty of these students are enrolled in state testing grades and will participate in the 2008 PACT administration. Ninety-five percent of our students are African-American, 3% are white and 2% Hispanic. Ninety-two percent of our students receive free or reduced lunch. The 2007 School Report Card indicates that 42.4% of our free/reduced students scored Below Basic in ELA, 53% scored Below Basic in math, and 71.4% in science. Our female students scored significantly higher than our males in ELA, with 21% of our girls scoring Below Basic while 56.4% of our boys scored Below Basic. Over 60% of both males and females were Below Basic in science. Due to limited enrollment, there is not a sufficient sample to give data for any other subgroups.

As noted on our 2007 School Report Card, average daily attendance for students is 95.7%, which is a .2% decline from 2006. Our school attendance clerk has diligently tracked attendance and followed up on students showing a pattern of absenteeism. We also recognize perfect attendance each nine weeks and for the entire year and have discussed with students and parents the correlation between high attendance rates and student achievement. The 2007 retention rate was 7.8%, an increase from 3% in 2006.

According to spring 2007 PACT test results, scoring in the below-basic range in ELA were 28% of third graders, 46.7% of fourth graders, and 45.8% of fifth graders. Scores in the below-basic range for mathematics were 52% of third graders, 66.7% of fourth graders, and 41.7% of fifth graders. In science, 75% of third graders scored Below Basic, 76.7% of fourth graders, and 75% of fifth graders scored Below Basic. These scores indicate the need for a rigorous, accelerated, and enriched curriculum in reading, math and science.

West Lee has a certified staff of 21. The number of certified staff includes the principal, administrative assistant, guidance counselor, and 7 non-homeroom special services and related arts teachers. Sixty-five percent of our staff is African-American, and 86% is female. The 2007 School Report Card shows that there were 17 teachers, of which 41.2% were continuing contract and 7.7% held emergency or provisional certificates. Due to difficulty attracting teachers to our rural area, 24.1% of classes were not taught by highly qualified teachers during the 2006-2007 school year.

Our most recent Title One identified poverty index is 91.96%, evidence of our economically challenged attendance area. Title One and Technical Assistance funds are used to provide an average student-teacher ratio of 15:1 in our state testing grades. This allows us to have two classes per grade level, with the exceptions of preschool and kindergarten. Fourth and fifth grades are departmentalized, allowing teachers to specialize in core content curriculum areas. Fifth grade classes are currently gender-specific, and utilize instructional strategies to address gender issues relating to student achievement. Our teachers use the Anderson 5 Approved Curriculum and Pacing Guides, which our District implemented at the beginning of this current school year. Our school's staff development has been based on the School Renewal Plan and the Focused School Renewal Plan, and has concentrated primarily on data analysis and how to use data to plan appropriate instruction. Teachers participated in staff development to analyze MAP data. As a result of information and skills gained, MAP math focus groups were scheduled for forty minutes a day and students were instructed on their RIT-Band levels.

Our School Report Card Absolute Ratings from the past three years show a definite need to focus on increasing student achievement in all content areas and at all testing grade levels. Results of the 2007 PACT reveal that the percentage of students at West Lee Elementary scoring Below Basic was significantly high.

School Report Card Absolute Ratings

- Past 3 Years
 - 2005 – Below Average
 - 2006 – Unsatisfactory
 - 2007 – Unsatisfactory

Longitudinal data for students in grades 3-5 at West Lee Elementary was examined to determine progress of the same cohort of students. In reviewing longitudinal data, we find a consistent and significant increase in the percent of students scoring Below Basic across content areas.

Three-Year PACT Longitudinal Analysis – Percentage Below Basic									
	Grade three			Grade Four			Grade 5		
	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science
2006	39.3	39.3	82.1	41.7	37.5	66.7	46.9	82.4	68.6
2007	28.0	52	75	46.7	66.7	76.7	45.8	45.8	75
2008	21.7	60.9	50	37	51.9	51.9	51.7	44.8	75

In addition, data from PACT 2007 and our 2008 Winter MAP administrations reveal that there continues to be a need for significant improvement in our students' reading, math and science skills. In particular, there indicates a significant need to implement strategies to address movement of students from Basic to Proficient and Advanced.

SPRING 2008 PACT RESULTS

Score Level	Year	Spring 2008 PACT Results											
		Grade Three				Grade Four				Grade Five			
		ELA	Math	Science	Social Studies	ELA	Math	Science	Social Studies	ELA	Math	Science	Social Studies
Below Basic	2006	39.3	39.3	82.1	64.3	41.7	37.5	66.7	29.2	46.9	82.4	68.6	60
	2007	28.0	52	75	46.2	46.7	66.7	76.7	63.3	45.8	41.7	75	83.3
	2008	21.7	60.9	50	16.7	37	51.9	51.9	44.4	51.7	44.8	75	69.2
Basic	2006	39.3	46.4	14.3	32.1	50	54.2	25	66.7	41	17.6	28.6	34.3
	2007	44	48	16.7	46.2	50	30	58.3	33.3	54	58.36	0	8.3
	2008	43.5	34.8	41.7	58.3	44.4	40.7	33.3	29.6	48.3	44.8	18.8	30.8
Proficient	2006	21.4	14.3	3.6	3.6	8.3	8.3	8.3	4.2	12.5	0	2.9	5.7
	2007	28	0	8.3	0	3.3	0	6.7	3.3	0	0	25	8.3
	2008	34.8	0	8.3	16.7	18.5	7.4	11.1	25.9	0	10.3	0	0
Advanced	2006	0	0	0	0	0	0	0	0	0	0	0	0
	2007	0	0	0	7.7	0	3.3	3.3	0	0	0	0	0
	2008	0	4.3	0	8.3	0	0	3.7	0	0	0	6.3	0

ELA = English/Language Arts

M = Math

SC = Science

SS = Social Studies

2008 Winter MAP Data / As Measured by NWEA MAP-PACT Alignment						
# Tested=78	Reading %			Math %		
	Grade 3	Grade 4	Grade 5	Grade 3	Grade 4	Grade 5
Below Basic	9	29	35	61	61	59
Basic	61	46	55	30	25	41
Proficient	30	25	10	9	14	0
Advanced	0	0	0	0	0	0

2008 Winter MAP Data / As Measured by NWEA MAP-PACT Alignment						
# Tested=78	General Science			Concepts & Processes		
	Grade 3	Grade 4	Grade 5	Grade 3	Grade 4	Grade 5
Below Basic	100	54	55	57	54	66
Basic	0	32	38	43	39	28
Proficient	0	14	7	0	7	3
Advanced	0	0	0	0	0	3

As we examined our most recent MAP data, illustrated in the charts above, we found that in comparing our Winter 2008 scores with the Spring 2008 MAP/PACT alignment, 24% of all students in grades 3-5 scored Below Basic in Reading; 60% in Math; 70% in General Science, and 59% scored Below Basic in Science Concepts. Although we have experienced noticeable growth, this data indicates a need for continued focus on these skills in order to reach expected progress by 2009. Consequently, in considering our goals, we used the absolute index calculator to help us most appropriately determine the number of children who need to increase their levels of performance. As evidenced by the data, science has been particularly challenging for our students, and this was given significant consideration as we selected goals for the new school year.

Throughout the process to implement and evaluate the FSRP for this current year, the School Leadership Team involved the entire school staff. A common language about student achievement was developed and an environment of expected outcomes was established. To develop the 2008-2009 FSRP, the School Leadership communicated with the staff during faculty meetings, grade level planning, common planning staff development, and by email. All staff had the opportunity to give input in selecting achievement goals for the new plan. We examined data from the 2007-2008 FSRP Satisfactory Implementation and the winter

2008 MAP administrations in reading, math and science. We reviewed the strategies implemented and discussed their effectiveness. We considered resources we had available and potential funding sources for any materials that may be needed to help implement our goals. As we reviewed and revised goals, the School Leadership Team disseminated information to the staff for suggestions, consensus, and approval. All instructional staff members were involved in the final selection of goals and strategies for the 2008-2009 FSRP.

By implementing the goals and strategies outlined in this FSRP, we will be able to meet expected progress by the end of the 2008-2009 school year. On-going assessment and data analysis will enable us to monitor student progress and plan instruction to meet their specific academic and individual learning needs. As we implement and evaluate strategies, we will have quantitative and qualitative information that will allow us to use curriculum resources appropriately to facilitate increased student achievement. Teachers will also continue to participate in staff development in data analysis and planning for instruction. Conferences with students and parents will allow them to be active participants in the learning process.

School Timeline

April 2008

- SLT Meeting to plan for implementation of 2008-2009 FSRP
- Continue 2007-2008 Strategies
- Staff Development on April 26 to plan for implementing Anderson 5 Curriculum
- Conduct interviews & recommend candidates to fill vacant staff positions

May 2008

- Staff Development May 3rd and 10th on Intervention Strategies & Differentiated Instruction
- SLT Meeting to plan for implementing on-going strategies
- PACT / May 12-23
- Technical Assistance Plan submitted for approval

June 2008

- Staff Development on implementing Anderson 5 Curriculum (District) & Data Analysis
- Staff Development for grades 3-5 teachers on Single-Gender Instructional Strategies
- Title One Plan submitted for approval
- Inventory books and materials
- Place textbook orders for new school year

July 2008

- Principal continues to plan for 2008-2009 school year (order materials/supplies; revise staff handbook, develop master schedule, etc.)
- Develop detailed Staff Development Plan
- Information mailed to staff about orientation for new year; includes copy of approved 2008-2009 FSRP

August 2008

- Staff Orientation for 2008-09 school year includes a review of FSRP, assessment results & planning for instruction
- Review and analyze 2008 PACT results; present to faculty
- Staff Development on data analysis and using assessment results to plan for instruction
- School begins / Grades 3-5 receive 55 minutes daily instruction in reading, math, and science
- Science/Tech facilitator begins work in computer lab
- Science materials & supplies acquired
- SLT/ERTL Meeting to review assessment data, provide feedback to teachers, and implement 2008-2009 FSRP
- Secure staff, inform parents and enroll students for the 21st Century Community Learning Center (after-school program)

September 2008

- Begin Reading Counts, STAR Reading, school-wide literacy initiatives
- Accelerated Math, MAP focus groups begin
- After-school (21st Century) program begins
- Open House; disseminate assessment results; schedule parent conferences
- SLT/ERTL Meeting to review assessment data, provide feedback to teachers, and monitor FSRP
- Principal & Administrative Assistant begin conducting walk-through and informal observations
- Common planning/staff development on grade level strategies
- Continue on-going strategies to address FSRP

October 2008

- Fall MAP testing (scheduled by the District); analyze data
- Parent Conferences to review PACT, MAP and STAR data
- STAR Reading
- STAR Math
- Common planning/staff development on grade level strategies
- Continue on-going strategies to address FSRP
- SLT/ERTL Meeting to review assessment data, provide feedback to teachers, and monitor FSRP
- Follow-up Staff Development on Intervention Strategies & Differentiated Instruction

November 2008

- Common planning/staff development on grade level strategies & data analysis to guide instruction
- Continue on-going strategies to address FSRP
- STAR Reading
- STAR Math
- SLT/ERTL Meeting to review data, provide feedback and monitor FSRP
- Review 2008 School Report Card data
- Share School Report Card data with staff, parents, etc.
- Follow-up Staff Development on single-gender strategies

December 2008

- Continue on-going strategies to address FSRP
- SLT/ERTL Meeting to review data, provide feedback and monitor FSRP

January 2009

- Follow-up Staff Development addressing the Anderson 5 Curriculum, SC Standards integration, and data analysis
- STAR Reading
- STAR Math
- Continue on-going strategies to address FSRP
- SLT/ERTL Meeting to review data, provide feedback and monitor FSRP

February 2009

- Winter MAP testing (scheduled by the District); analyze data for FSRP post test
- STAR Reading
- STAR Math
- Common planning/staff development on grade level strategies
- Continue on-going strategies to address FSRP
- SLT/ERTL Meeting to review assessment data, provide feedback to teachers, and monitor FSRP
- Collect and analyze FSRP data
- Compile and write FSRP documentation

March 2009

- STAR Reading
- STAR Math
- Common planning/staff development on grade level strategies
- Continue on-going strategies to address FSRP
- SLT/ERTL Meeting to review data, provide feedback and monitor FSRP
- FSRP Final Report to SDE

April 2009

- Spring MAP testing (scheduled by the District); analyze data
- Continue on-going strategies listed in FSRP
- SLT/ERTL Meeting to review data, provide feedback and monitor strategies listed in FSRP
- STAR Reading
- STAR Math
- Common planning/staff development on grade level strategies

May 2009

- PACT Testing
- Pre-planning for school year 2009-2010

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1: *By April 1, 2009, 20% of students in grades 3-5 will increase one performance level from Fall 2008 (September) to Spring 2009 (February) in Reading, as measured by MAP benchmark testing.*

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. All students in grades 3-5 will participate in <i>Reading Counts</i> , a school-wide reading incentive program.	Teachers Media Specialist	September 08	Monthly computer reports will be generated so teachers may monitor the number of books read and scores of reading quizzes taken by each student. Wall graphs of student progress and library usage reports from the media center will be used to determine student engagement in the program. Teachers, Media Specialist, AP
2. All students in grades 3-5 will be administered the STAR Reading assessment each month to monitor student comprehension.	Teachers Administrators	September 08	STAR Reading results will be distributed to teacher each month to chart students' progress and reading growth. Teachers will confer with individual students (conference log) to discuss results and set reading goals (goal sheets). Test Administrator, Principal, Teachers, AP
3. Teachers will utilize novel sets purchased for implementing the Anderson 5 Curriculum (A5C) in ELA.	Teachers Principal	September 08	Teachers' lesson plans will indicate the use of novel sets in the classroom. Administrators will observe and document the use of novel sets as indicated by the Anderson Five Curriculum. The principal will provide purchase orders for the ordering the novel sets. Principal, Teachers, AP
4. Students will receive 55 minutes daily instruction in Reading based on SC Curriculum Standards and Anderson 5 Curriculum by a certified teacher specializing in Reading.	Teachers Principal	August 08	Master Schedule and class schedules will show instructional time for reading. Teachers will post SC Curriculum Standard for each lesson. Administrators will observe instruction on a regular basis. Principal, , ERTL
5. Use library books purchased to support the media program and school-wide literacy.	Media Specialist	September 08	Library usage reports will indicate the number of books checked out by students. Media Specialist, Principal, AP

6. A 21 st Century after-school program will provide students in grades 3-5 with homework assistance and reading enrichment.	Teachers	September 08	A schedule of after-school reading enrichment activities and teachers' lesson plans will indicate additional instructional time for reading. Observations of the program's reading enrichment activities will be conducted After-School Program Lead Teacher, ERTL, Principal
7. Teachers will receive staff development in implementing the Anderson 5 Curriculum using best practices in reading instruction and using MAP data to plan for instruction.	Principal Consultants District Curriculum Coordinator	June 08	Staff Development agendas, sign-in sheets, handouts, and workshop evaluations will document teachers' participation. Lesson plans and class observation will indicate use of workshop information. Plans will be reviewed to monitor curriculum alignment. Principal, ERTL, Principal, AP
8. The School Leadership team will meet at least once per month to review data (MAP, STAR, Teacher-made PACT like assessments) and provide feedback to assist teachers in addressing students' needs.	Principal Consultants District	August 08	Staff Development agendas, sign-in sheets, and workshop, handouts, evaluations and strategy sheet will document teachers' participation. Principal, AP, SLT, ERTL
9. MAP reading will be administered to all students in grades 3-5 in (Fall, Spring) to assess student progress and to guide instruction.	Principal Test Administrator Teachers	September 08	Computer printout of results will be retrieved from the NWEA website. Teachers will confer with students about their individual results and document on a conference log. Teacher will help students set goals. Parents will receive results. Teachers, ELA Chairperson

<p align="center">FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation Student Achievement Focused Goal</p>			
<p>Focused Student Achievement Goal 2: <i>By April 1, 2009, 20% of students in grades 3-5 will increase one performance level from Fall 2008(September) to Spring 2009(February) in Mathematics, as measured by MAP benchmark testing.</i></p> <p><i>(The desired result is student achievement. The goals must be academic goals related to the school report card.)</i></p>			
Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Students in grades 3-5 will use Accelerated Math on a weekly basis to practice math skills on their independent ability levels.	Teachers Test Administrator Lab Manager	September 08	Monthly computer reports will be generated so teachers may monitor students' growth progress on the computer-assisted program. Teachers will confer with individual students (conference form) to discuss results and to set goals (goal sheet). A master schedule and individual teachers' schedules will indicate the lab time. Students will be observed in Lab setting Test Administrator, Principal
2. Students in grades 3-5 will receive daily instruction for 45 minutes in MAP focus groups that target their individual RIT scores in each of the five math strands	Teachers, Principal. AP	September 08	Focus group attendance logs, schedules, lesson plans, MAP reports will indicate instruction addressing the math strands. Teachers, Math Chairperson, Principal, AP
3. Students will receive 55 minutes daily instruction based on SC Curriculum Standards and Anderson 5 Curriculum by a certified teacher specializing in math.	Teachers Principal	August 08	Master Schedule and class schedules will show instructional time for Math. Teachers will post SC Curriculum Standard for each lesson. Administrators will observe instruction weekly. Principal, AP, ERTL
4. Students in grades 3-5 will receive at least 15 minutes daily instruction in math with Fantastic Five.	Teachers	September 08	Teachers' lesson plans and bi-monthly assessments will indicate instruction and students' progress. Instruction will be monitored during observations by administrators. Classroom Teachers

5. A 21 st Century after-school program will provide students in grades 3-5 with homework assistance and math enrichment skills.	Teachers After-school Lead Teacher Principal	September 08	A schedule of after-school program activities and teachers' lesson plans will indicate instructional schedule for math. After-school program will be observed to monitor implementation. Principal, Lead Teacher, ERTL
6. All student will receive daily instruction and practice in basic math facts and will participate in weekly 5-minute timed written drills to assess progress in mastering basic math facts.	Teachers Principal	September 08	Class score sheets will be used to document students' scores and chart their progress. A score of 80% will indicate mastery of each type of drill (addition, subtraction, multiplication, division).
7. The School Leadership Team will meet at least once to review assessment data (PACT, STAR, MAP, Teacher-made PACT like assessments)and provide feedback to assist teachers in addressing students' needs.	Principal SLT (Math Chairperson) ERTL	August 08	Agendas, sign-in sheets, and minutes will indicate data reviews. A data analysis feedback form will allow SLT to provide feedback and assistance to teachers. SLT Members, Principal, AP, ERTL
8. Teachers will receive staff development on implementing the Anderson 5 Curriculum and using MAP data to plan for instruction.	Principal District Curriculum Coordinator	June 08	Staff Development agendas, sign-in sheets, handouts and workshop evaluations will document teachers' participation, and lesson plans will indicate use of workshop information. Lesson plans will be reviewed to monitor curriculum alignment. Principal, AP, ERTL
9. M AP will be administered to all students in grades 3-5 two times per year (Fall, Spring) to monitor students' progress and guide instruction	Principal Test Administrator Teachers	September 08	Computer printout of results will be retrieved from the NWEA website. Teachers will confer (conference log) with students about their individual results and goals (goal sheet). Parents will receive results. Principal, AP, ERTL

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 3: *By April 1, 2009, 25% of students in grades 3-5 will improve one performance level in science from the fall administration (September 2008) to the Spring administration (February 2009) as measured by the MAP science benchmark test.*

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. A science / technology facilitator will Provide hands-on, problem-solving, and higher order thinking skills experiences for students weekly in the computer lab.	Principal Science Facilitator	August 08	Master schedule and teachers plans will show instructional time in computer lab for designated science and technology activities. Collaboration sheets between the facilitator and regular classroom teachers will be used. Observations of the lab schedules will be scheduled weekly. Principal, AP, ERTL
2. Students will receive 55 minutes of daily instruction based on SC Curriculum Standards and Anderson 5 Curriculum by a certified teacher specializing in science.	Teachers Principal	August 08	Master Schedule and class schedules will show instructional time for science. Teachers will post SC Curriculum Standard for each lesson. Administrators will observe instruction on a regular basis. Principal, AP, ERTL
3. Provide science supplies and materials for hands-on experiences and higher order thinking skills.	Principal District	August 08	Budget allocations, and expenditure reports will provide evidence of spending for science materials and supplies. Principal, AP
4. Provide students with field experiences in science skills applications in real-world learning environments to reinforce classroom instruction.	Teachers Principal	October 08	Lesson plans, field trip requests and transportation forms will indicate the SC science standards being addressed through the field experiences. Pre and post lessons and activities related to the trip will be provided. Principal/Science Teacher

5. Staff development to plan for science instruction and implementation of the Anderson Curriculum to promote increased student achievement.	Principal Consultant District	June 08	Staff Development agendas, sign-in sheets, handouts, and workshop evaluations will document teachers' participation, and lesson plans will indicate use of workshop information. Plans will be reviewed weekly to monitor curriculum alignment to SC science standards. Principal, AP, ERTL
6. A 21 st Century after-school program will provide students in grades 3-5 with homework assistance and science enrichment skills.	Lead-Teacher Teachers	September 08	A schedule of after-school program activities and After School Program teachers' lesson plans will indicate instructional time for science. A collaboration sheet between after school teachers and regular classroom teachers and observations by administration will verify science enrichment lessons After-School Program Lead Teacher, Principal, AP, ERTL
7. The School Leadership Team will meet at least once per month to review assessment data (MAP, teacher-developed PACT like assessments) and provide feedback to assist teachers in addressing students' needs.	Principal SLT ERTL	August 08	Agendas, sign-in sheets, hand-outs, sample of teacher developed assessments, and minutes will indicate data reviews. A data analysis feedback form will allow SLT to provide feedback & assistance to teachers. SLT Members, Principal, AP, ERTL
8. Teachers will receive staff development on using MAP data to plan for instruction.	Principal Consultant District	June 08	Staff Development agendas, handouts, sign-in sheets, and workshop evaluations will document teachers' participation. Lesson plans and disaggregated will indicate use of workshop information. Principal, AP, ERTL
9. MAP science tests will be administered to all students in grades 3-5 two times per year (Fall, Spring) to monitor students' progress and guide instruction.	Principal Test Administrator Teachers	October 08	Computer printout of results will be retrieved from the NWEA website. Teachers will confer with students about their individual results and document on a conference log and student achievement goals will be developed. Parents will receive results. Teachers

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1: *To support student achievement in reading, the principal will monitor classroom instruction by conducting at least 3 classroom observations each week, reviewing assessment data monthly and by providing feedback to teachers . The success of this goal will be measured by 20% of the students in grades 3-5 increasing one performance level in reading from fall 2008 (September) to Spring 2009 (February) as measured by MAP benchmark testing.*

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.
1. Observe instruction on a weekly basis and provide feedback to teachers.	Principal & Administrative Assistant, ERT,	September 08	Weekly observation schedule, copies of feedback forms and monthly summaries will document formal & informal observations for written and verbal feedback. Observations will assist in monitoring the expected implementation of all strategies. Principal , AP, ERTL
2. Monitor utilization of assessment data analysis in planning for whole-group, small-group, and individual instruction.	Principal & Administrative Assistant	September 08	Grade-level planning meeting minutes from each week will indicate use of data analysis to plan for appropriate instruction. Lesson plans and observation will be used to monitor implementation Principal, AP, ERTL
3. Provide feedback to teachers in a timely manner.	Principal & Administrative Assistant	September 08	Walk-through and informal observation feedback forms will be given to teachers within 24 hours after observations from the principal or administrative assistant. Principal, AP, ERTL
4. Confer with teachers monthly to assess needs and develop plans for improvement.	Principal & Administrative Assistant	September 08	Conference logs will document assistance to teachers and document suggested improvement strategies on principal's feedback form. Principal, AP, ERTL
5. Meet with grade level teams, review team meeting minutes, and/or review lesson plans weekly to ensure that learning activities are standards-based and to regularly monitor students' progress.	Principal & Administrative Assistant	September 08	Grade level team agendas/sign-in/minutes, handouts, and log of weekly lesson plans submitted will indicate monitoring process. Principal, AP' ERTL

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2: By April 1, 2009 to improve instruction , all teachers of Mathematics will have participated in at least eight hours of staff development on data analysis and planning differentiated instruction . The success of this goal will be measured by 20% of students in grades 3-5 increasing one performance level from Fall 2008(September) to Spring 2009(February) in Math.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Provide staff development on implementing the Anderson 5 Curriculum and integrating the SC Curriculum Standards in the content areas to promote increased student achievement.	Principal District	June 08	Staff Development agendas, sign-in sheets, handouts and workshop evaluations will document teachers' participation. Lesson plans reviewed each week will show plans for implementation. Principal, AP, ERTL
2. Provide staff development on using MAP data to plan for instruction.	Principal SLT	August 08	Staff Development agendas, sign-in sheets, and workshop evaluations will document teachers' participation. Principal, AP, ERTL
3. Meet with SLT monthly to review assessment data and provide feedback to assist teachers in using the data and in addressing month to students' needs.	Principal & Administrative Assistant	August 08	Agendas, sign-in sheets, handouts and minutes will document data reviews. Principal, AP, ERTL
4. Secure a consultant to provide staff development on intervention strategies and differentiated instruction.	Principal	May 08	Staff Development agendas, sign-in sheets, handouts, and workshop evaluations will document teachers' participation. Principal, AP, ERTL
5. Address data analysis and planning for instruction during monthly staff meetings by reviewing data note notebooks.	Principal	August 08	Agendas, sign-in sheets, handout and minutes will document data analysis. Principal, AP, ERTL

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 1:

By April 1, 2009, with instructional support from district administrators, 20% of students in grades 3-5 at West Lee Elementary will increase at least one performance level in Reading, and 20% will increase one performance level in Math, as measured by MAP data from the Fall 2008 to the Spring 2009 administrations.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Meet with School Leadership Team (SLT) at least once each nine weeks to review assessment data and monitor academic progress and student attendance.	Director of Elementary Instruction PPSL/ERTL Principal	September 2008	Meetings with SLT will facilitate data analysis and monitor academic progress and student attendance. Documentation: A data notebook will be compiled to monitor students' academic progress and record assessment data. Agendas, sign-in sheets, data notebook Persons responsible: Cheryl S. Stover
Provide opportunity for on site and out of district professional development participation, monitor classroom implementation of Anderson Five curriculum, Standards Support System, MAP driven instruction, data analysis, best practices, etc.	Superintendent Exec. Dir. of Instruction Director of Elementary Instruction	September 2008	Providing opportunities for professional development will give teachers strategies to use when analyzing and disaggregating test data and when planning for instruction. Documentation: Conference registration forms, approved request to attend forms, agendas, and handouts from school/district level workshops. Persons responsible: Cheryl S. Stover/Bernice Wright
Recognize students, teachers, and parents of students who score Proficient or Advanced	Superintendent Exec. Dir. of	December 2008	Presenting awards to students, parents, and teachers will encourage students to perform at a higher level. Present

on Spring 2008 PACT.	Instruction Director of Elementary Instruction		awards to students, parents and teachers at Board meeting. Documentation: Board agenda, purchase order for incentives to students, pictures. Persons responsible: Cheryl S. Stover/Bernice Wright
Hire consultant to provide professional development on creating benchmarks, data analysis, and using the data to guide instruction.	Superintendent Exec. Dir. of Instruction Finance Director Director of Elementary Instruction	September 2008	The consultant will assist administrators and teachers in the development of benchmark tests and using the data to guide instruction. Documentation: Consultant's contract, agendas, handouts Persons responsible: Cheryl S. Stover/Bernice Wright
Provide professional development and assist in implementing the Anderson Five Curriculum.	Superintendent Exec. Dir. of Instruction Director of Elementary Instruction	June 2008	Anderson Five Curriculum Guides were purchased during the 2007-08 school year. Professional development will be provided for school's staff. Documentation: Lesson plans, meeting minutes, Sign-in sheets, and purchase orders. Persons responsible: Cheryl S. Stover/Bernice Wright
Provide district-wide grade level and articulation meetings to assist teachers in revising and implementing use of grade level/subject area pacing guides to correlate with curriculum standards as needed.	Exec. Director of Instruction Director of Elementary Instruction	June 2008	Grade level common planning and articulation to revise pacing guides and plan for classroom instruction provides consistency across the district. Documentation: Minutes of meetings, lesson plans, sign-in sheets Persons responsible: Cheryl S. Stover/Bernice Wright
Purchase, print and make available to teachers Flanagan's benchmark Tests for Higher Standards.	Executive Director of Instruction Director of Elementary Instruction	August 2008	Results of the Flanagan Benchmark tests will be used to monitor student achievement and plan for instruction. Documentation: Purchase order, Copies of Benchmark tests, classroom observation data, lesson plan review data. Persons responsible: Cheryl S. Stover

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2:

By April 1, 2009, with professional development support from district administrators, 25% of students in grades 3-5 at West Lee Elementary will increase one performance level in science, as measured by MAP data from the Fall 2008 to the Spring 2009 administrations.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Develop professional development schedule utilizing assessment data, teacher surveys, principal's recommendations and curriculum team's observations to determine focus topics for workshops.	Exec. Director of Instruction District Curriculum Team	May 2008	Assessment data, teacher surveys, principal's recommendations and curriculum team observation results will be used to select topics for the district's professional development plan. Documentation: Teacher surveys, principal's recommendations, and team's observation forms Person responsible: Bernice Wright/Cheryl S. Stover
Monitor and evaluate progress and effectiveness of professional development plan.	Superintendent Exec. Director of Instruction District Curriculum Team	August 2008	Monitoring and evaluating the professional development plan will ensure that it is being used effectively to improve student achievement. Documentation: Classroom observations, lesson plans, principal's report and the analysis of benchmark data Person responsible: Bernice Wright/Cheryl S. Stover

Employ the services of consultants to conduct workshops and follow-up on-site visits to ensure the effective implementation of strategies presented.	Exec. Director of Instruction Finance Director	August 2008	Using the services of a consultant to conduct workshops and do follow-up visits will assist the district's curriculum team in effectively implementing strategies presented. Documentation: Training agendas, sign-in sheets, and evaluation of workshops Person responsible: Bernice Wright/Cheryl S. Stover
Implement an effective system for evaluating staff performance, monitoring instruction and providing feedback to support student achievement.	Exec. Director of Instruction Director of Elementary Instruction	August 2008	Instruction should be monitored at all levels. Utilizing an approved district monitoring instrument to be used by all district curriculum personnel will provide uniformity. Having a district wide instrument will give support for teacher evaluation and writing improvement plans. Documentation: Copies of monitoring instrument/tool or feedback forms, purchase order for observation forms. Person responsible: Bernice Wright/Cheryl S. Stover
Post the district-wide professional development schedule with dates, location and times.	Executive Director of Instruction	August 2008	The strategy will be monitored utilizing the district's website to post schedule and by creating a professional development brochure. Documentation: District's website, brochure Person responsible: Bernice Wright/Cheryl S. Stover

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Title and Description of Each Program and Initiative
Included in the FSRP

- **Measures of Academic Progress (MAP):** A state- aligned computerized adaptive assessment program that provides educators with the information they need to improve teaching and learning. Educators use the growth and achievement data from MAP to develop targeted instructional strategies and to plan school improvement. With the ability to test students up to four times a year, MAP test results help educators make student-focused, data-driven decisions.
- **STAR (Standardized Testing and Reporting) Reading:** Focuses on assessment and diagnosis. It is a specially designed assessment that measures comprehension and vocabulary. In-context, vocabulary questions plus authentic text passages give a precise measure to each student’s reading performance. STAR has been validated with a nationally representative sample of more than 60,000 student tests. Scores correlate with results on popular standardized tests.
- **STAR (Standardized Testing and Reporting) Math:** Determines the math level of each student, measures individual and class growth, and forecasts results on standardized tests with accuracy, reliability, and efficiency.
- **Reading Counts:** Scholastic Reading Counts! is a computer-based reading program that helps to encourage and monitor independent reading. Students take a computer-generated quiz to test their comprehension. Teachers can immediately generate clear, actionable reports for monitoring students’ independent reading and differentiating instruction.
- **Accelerated Math:** Classroom-proven software program that creates paper assignments tailored to each student's current level, automatically scores all math practice, including assignments and tests, provides ongoing feedback on students' daily practice, and helps the teacher differentiate instruction, addressing each student's individual needs.
- **Rasch Unit (RIT) Scale/Score:** Measures a student's academic growth over time. The RIT score is used by teachers to plan instruction around their students' strengths and weaknesses relative to the state curriculum standards.
- **Fantastic Five:** A daily review focusing on each mathematical standard, designed to introduce skills to the students before it formally taught.
- **21st Century Community Learning Center (21st CCLC):** After-school homework center/enrichment program funded by Federal Government. This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools.
- **Palmetto Achievement Challenge Test (PACT):** The South Carolina assessment program. These tests measure student achievement for the state’s accountability system. Results from these assessments are used to make state-level decisions concerning education, to meet *Adequate Yearly Progress* (AYP) reporting requirements of the *No Child Left Behind Act* (NCLB), and inform schools and school districts of their performance.